

## STUDENT DISCIPLINE PLANS MODEL POLICY

At the direction of the Utah State Board of Education (USBE) and the Utah State Legislature, the staff in the Student Services Section of USOE provides districts and charter schools the following guidelines for developing a policy consistent with the requirements of USBE rule R277-609. The following outline is provided as a template for your use in the creation or updating of school discipline plans. In the template clarifying information is provided in blue text, and supportive documents are referred to in green text. Many of the supportive documents come from Positive Behavior Interventions and Supports (PBIS), the implementation of which is not required, but the requirements of R277-609 are consistent with PBIS and with best practices for establishing safe, positive and supportive school environments. These documents are offered as assistive tools. Any plan created in a district or charter school does not need to follow the following format, but plans should contain the following elements:

Title: [Creating a Safe, Positive Learning Environment:  
Student Discipline Policy \(suggestion only\)](#)

I. Purpose        [Not required, but many district include this as a statement supporting safe and supportive school environments](#)

### II. Fostering a Safe, Positive Environment

[First, define what is in place or what should be in place to teach students good behavior. It seems inconsistent to make a statement about the positive aspects of creating school discipline plans and then move directly to the “discipline/consequences” without first covering requirements of the plan to prevent misbehavior. See \[School-wide PBIS Leadership and Policy document\]\(#\).](#)

A. School Classroom Management        [See R277-609-3 items A. \(1\), \(2\), \(3\), and \(4\) and items A. \(C\) \(3\) See \[Implementation and Planning Self-Assessment from the Mountain Plains Regional Resource Center for PBIS\]\(#\).](#)

1.        [R277-609-3 A. \(2\) written standards for student behavior expectations, including school and classroom management](#)

2.        [R277-609-3 A. \(3\) effective instructional practices for teaching student expectations, including self-discipline, citizenship, civic skills, and social skills](#)

3.

B. Staff Development and Evaluation        [See item \(\(5\) and \(6\)](#)

C. Training        [See item \(6\) and item \(8\) \(a\), \(b\), \(c\) and \(f\)](#)

D. Students with Disabilities

### III. Violations

A. Prohibited Conduct and Related Discipline        [Address specifically alcohol and controlled substances, Item \(7\), and bullying, see items \(8\) \(a\) through \(f\). Be sure to address the continuum of behaviors and the continuum of administrative procedures, item B. \(1\) with consistent written policy and practice, items C. \(2\) and \(3\). See also R277-609-4. \[Supplemental materials: School-wide PBIS Leadership and Policy document, Jordan District Middle School\]\(#\)](#)

Major and Minor Infraction Policy, General Procedures for Dealing with Problem Behaviors and Detailed Procedure for Dealing with Problem Behaviors documents.

- 1.
- 2.
- 3.

B. Habitually Disruptive Behavior  
R277-609-5

Items B. (1) through (3), C. (1) through (3), and

- 1.
- 2.
- 3.

IV. Due Process

- A.
- B.
- C.